



# Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Western Yell Co. School Dist. (7509000)

School Year 2021-2022

**!** New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.  
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.  
NOTE: The approved application must then be posted on the district website - State Required Information.

**District:**  
**LEA #:** 7509000  
**Superintendent:** Deanna Klaus  
**Email:** klausd@wycschools.com  
**Phone:** (479) 476-4116  
**Duration Requested (not to exceed five years):** 3 Years  
(School year 2021-2022 to 2024-2025)

The proposed waiver(s) will apply to the following schools:

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7509030 - Western Yell Co. Elem. School	K-12, all courses	Asynchronous	Virtual (Online) / Remote (Distance)	<b>CMS</b>
7509033 - Western Yell Co. High School		Synchronous		



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	K-6 AND 7-12 WYC Virtual K-6 and 7 - 12 will take attendance on a weekly basis, as students will have flexible schedules that may not include them logging in daily. Students will be expected to meet all due dates for assignments and attend any scheduled video conferences (via zoom, google meet, etc.) Students who do not attend the video conferences will be counted absent for 1 day of the week. Students who do not submit completed assignments by the required due date will be counted absent for that date.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	WYC is not requesting a class size waiver. Class size limits will not be exceeded in K-6. Large group does not apply to elementary schools



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Teaching Load</b> Number of students:  Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	WYC is not seeking a teaching load waiver.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	K-6 AND 7-12 Since WYC virtual students will be able to work at their own pace, we are requesting a waiver for the six hour instructional day. The teacher will provide instructional activities that would be equivalent to 6 hours of instructional time daily (30 hours weekly). Depending on the individual pace of each student, the actual time spent completing assignments may be more or less than the 6 hour day.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			7-12 ONLY  We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	K-6 We are requesting a waiver for this. K-6 elementary virtual students will not be on campus for recess.

## Digital Model

Please complete the following application with responses describing the school and district digital programming.

## Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



## K-6

WYCES Virtual K-6 is a dual learning experience that utilizes both synchronous and asynchronous instruction. This model allows for flexibility with schedules, multiple modes to foster student-teacher and student-student relationships, and personalized learning for each student.

Students will have the opportunity to attend up to 3 video sessions per week for each core content course (daily, synchronous lessons will be required for reading) and one video session per week for enhancement courses (i.e. Music, Art, PE). Zoom sessions will be held at varying times during the day to allow for flexibility for students. All K-6 virtual students will be required to attend at least one Zoom session per week, although it is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend live sessions. Students will also be expected to attend small group and one-on-one sessions as needed, based on learning progress within their courses.

Western Yell County Elementary Virtual K-6 will use the school's adopted reading curriculum (Phonics First) which is an Orton-Gillingham based curriculum. In addition, we are using the Wit and Wisdom curriculum at all grade levels. Wit and Wisdom centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text based: Daily reading, writing, speaking, listening, grammar, and vocabulary study is based on and draws on evidence from exceptional texts. Supplemental materials we are using will include 95% Group. These materials will support the reading curriculum. These curricula include the Five Essential Components of Reading Instruction:

- Phonemic awareness, Phonemes are the smallest units making up spoken language
- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

Our students will be exposed to the concepts of print, decoding, language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way.

The curriculum is designed to help students master the art and science of reading and is easily adapted to meet district or state requirements for Science of Reading. The specific Science of Reading connections are:

Phonological Awareness: Covered in K-3 courses with concepts and terms, applying language syllables, onset-Rime, and phonemes.

Phonics: Covered in Grade 3 with sound spelling patterns, prefixes/suffixes, syllable division, digraphs, blends, and diphthongs. Covered in 4-5 with learning word endings, learning Latin and Greek Roots, and all syllable patterns.

Comprehension: Covered by using story elements, novel study guides, summarizing identifying main ideas recognizing story structure expository



summarizing, identifying main ideas, recognizing story structure, expository text, narrative text, understand and identifying different genres

Vocabulary: Covered by context clues, prefixes and suffixes, learning word endings, learning Latin and Greek roots, and strategies for deciphering word meanings.

Ensuring that all components of the Science of Reading are met is an ongoing work in progress. WYC elementary and WYC district staff will continue to identify areas that need additional supplements and add those where needed. Teachers will use evidence based science of reading practices for all K-6 students.

#### For Grades K-2

Students will be required to meet synchronously 4 days per week (We have adopted a 4-day school week). During this time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be provided daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction. If a student cannot attend a day of class due to sickness or other obligations, the lesson will be recorded and provided.

To further engage virtual students, literacy kits will be provided to each family. These kits will include materials to create a sound wall for their home classroom as well as other manipulatives.

#### For 3-6:

Students will be required to meet synchronously 4 days per week (We have adopted a 4-day school week). During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures and verbal reasoning. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments in 3-6. Those results as well as classroom observations/assessments will determine the need for additional interventions



Observations/assessments will determine the need for additional interventions.

Virtual teachers will engage students in synchronous small group instruction. Groups will be formed using data from a variety of formative assessments. With this data, students will be pulled for small group instruction or one-to-one, as needed. The data will be analyzed daily, and students requiring additional supports will meet at least 3 times a week for interventions. The data gathered will be used to personalize the students' specific instructional needs. During these synchronous sessions, teachers will model and then allow students to practice specific targeted skills. Virtual paraprofessionals will assist in providing engaging small group instruction.

The virtual teachers will use data from formative assessments to provide targeted and timely interventions for each student. Students requiring interventions will meet synchronously for additional one-to-one or small group interventions as needed. Interventions will be provided by a trained paraprofessional and a licensed teacher, and the parent will be provided activities to assist the child at home.

Student interventions will be personalized, based on the individual student data. Student supports will be scaffolded, using multisensory activities and research based strategies to assist the student.

If a student is still not mastering the skill, face-to-face sessions will be coordinated with the family.

Based on our survey data, we are expecting fewer than 5, definitely fewer than 10 virtual students in the K-6 combined. If this holds true, every lesson will be a small group lesson.

Students are expected to spend time asynchronously in their courses each week to master the content the teacher has planned. This time may vary per student, based on their personalized learning schedule.

Students are expected to be engaging in courses as determined by teacher interactions and completing coursework as assigned

Teachers and students may communicate asynchronously using the Google Classroom and their WYC email account 24 hours per day. WYCES Virtual teachers and Learning Coaches (paras) will communicate with parents and students in WYCES Virtual K-6 on a daily basis Monday - Thursday.

Students who are receiving specialized supports from the district such as GT, ELL, Dyslexia services, and/or Special Education, will interact with their teachers/interventionist in accordance with our policies.

## 7-12

Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one-on-one Zoom



## LEA INSIGHTS

sessions per week, per content area, and request additional one-on-one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. WYC students are required to attend at least one of the scheduled zoom sessions per week and should request additional zooms as needed for understanding of the content. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

K-6

WYCES will utilize virtual (remote) learning for K-6. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Google Classroom. All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual, including specialized support provided by school district personnel such as GT, ELL, Sped, Dyslexia, and Counseling services. If there is a need, the school and family will agree to a plan for on-site services, under special circumstances.

7-12

Western Yell County High School will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?

Â \*If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.



## K-6

WYC k-6 virtual will use a certified teacher serving a dual role. The teacher will have time built in the daily schedule to focus solely on the virtual students and the development of content. The teacher will also have a portion of the day scheduled for instruction with on-campus students, separate and apart from the time spent with virtual students. WYCES Virtual K-6 will utilize Arkansas-certified teachers as the instructors for all course content. The WYCES Virtual K-6 is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All WYCES Virtual K-6 teachers and Learning Coaches (paras) will be required to participate in professional development and digital training with support from the WYCES Principal and/or Virtual Coordinator. The teacher will follow all specialized student plans, such as IEP, 504, ELL, Dyslexia, GT, etc.

For students requiring specialized support such as Special Education and Dyslexia interventions, their teachers will be district employees who are serving a dual role. These teachers will have time (.2 fte) to deliver instruction to these students. They will also have additional planning (1.5 times) to serve in this dual role.

## 7-12

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. WYC students are required to attend at least one of the scheduled zoom sessions per week and should request additional zooms as needed for understanding of the content.. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week. The teacher will follow all specialized student plans, such as IEP, 504, ELL, Dyslexia, GT, etc.

For students requiring specialized support such as Special Education and Dyslexia interventions, their teachers will be district employees who are serving a dual role. These teachers will have time (.2 fte) to deliver instruction to these students. They will also have additional planning (1.5 time) fte to serve in this dual role.



Describe the expectation for teacher instruction, interaction, and frequency with virtual students.



## K-6

Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend at least one Zoom session per content area each week, although it is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions.

Teachers and students will be able to communicate asynchronously using the Google Classroom or through their WYC email account 24 hours per day. WYC Virtual teachers and/or WYC Learning Coaches (paras) will communicate with parents and students in WYCES Virtual K-6 on a daily basis Monday - Thursday (we are on a 4-day school week).

WYC Virtual K-6 teachers will monitor student engagement and provide a weekly status report consisting of: Assignment complete, assignments missing, current grade, absences (and reason - failed to attend at least one zoom, late submitting, incomplete work) to the parent/guardian. The virtual teachers will initiate further contact with students that are demonstrating difficulties with course content to provide specialized support through small group and one-on-one instruction.

WYC Virtual K-6 teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

## 7-12

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

The WYC virtual liaison will monitor student grades and assignment submission weekly. HE/She will make contact with students weekly and will make contacts with parents if appropriate progress is not being made. The virtual facilitator will initiate further contact with students that are demonstrating difficulties with course content to provide specialized support through small group and one-on-one instruction.



If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

K-6

The WYC Virtual K-6 will not utilize district waivers for class size.

7-12

The Western Yell County High School is not seeking a class-size waiver at this time. WYCHS students will access their Virtual Arkansas classes from their own home or some location other than the physical premises of WYCSD. In special circumstances, and upon request of the parent, a digital learner may need to temporarily utilize a space on the campus of WYHS. WYHS will make reasonable accommodations if such circumstances arise.

The virtual facilitator will keep a written log of time spent assisting virtual students. The building principal will monitor student counts and check the facilitator logs. If it is determined that teaching load is excessive, requests to the superintendent for additional teacher support will be made.

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

K-6

The WYCES Virtual K-6 will not utilize district waivers for teaching load. A .5 FTE teacher will be devoted to the virtual students. Based on our survey results, we expect to have fewer than 10 K-6 virtual students.

7-12

By using Virtual Arkansas Western Yell County Schools are minimizing the teaching load/responsibility of instruction by allowing face to face teachers to focus on seated students.



## Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)

K-6  
The Google Classroom Content Management System (CMS) will be utilized for WYC Virtual K-6. Virtual lessons will also be provided via ZOOM. All special services will utilize Google CMS and/or Zoom.

7-12  
The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. Zoom and Google Classroom/Meet will also be utilized.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.



## K-6

The lessons will be (or has been) developed and adapted for virtual delivery by the WYC virtual instructor and is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Many lessons have already been created due to the 2020-2021 pandemic which forced the district to provide virtual content for our students. Courses will consist of direct-instruction videos and/or live meets, rigorous assignments, performance tasks, and assessments to engage all students in grades K-6.

The Google Meet CMS allows the teacher to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. In consultation with the WYCES Literacy Specialists and under the direction of the WYCES Principal and/or Virtual Coordinator, teachers will customize instruction and supplement as needed in English Language Arts to ensure alignment with the Science of Reading.

WYC K-6 students will be using Google Classroom/Zoom for GT, Sped, ELL, or Dyslexia, or other specialized support.

## 7-12

Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.



What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

## K-6

WYC Virtual teachers and students will be utilizing Zoom video software or Google Meet for all synchronous learning opportunities. The Zoom software/app is downloaded to the district-provided device and checked out to each 100% virtual student. Each student is provided a school email/google account as well.

WYC Virtual K-6 teachers will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians. Zoom safety features including a waiting room and secure link will be used to ensure privacy for students.

## 7-12

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.



Each 100% virtual student will be assigned a district device. Technical assistance will be provided by WYCS. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas. Technical support and maintenance on district devices will be provided by the WYCS. The device will meet CIPA requirements and students will be responsible for adhering to the district acceptable use policy

## Student Internet / Acceptable Computer Use Policy Western Yell County School District

Please read this document carefully and in its entirety before signing. Internet access is available to students and teachers in the Western Yell County School District.

We are very pleased to bring this access to Western Yell County School District and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, collaboration, innovation, and communication.

The Internet is a global system of thousands networked computers all over the world and billions of individual subscribers.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Western Yell County School District has taken precautions in compliance with CIPA (Children's Internet Protection Act) to restrict and filter access to controversial materials, such as visual depictions, violence, and other content that may harm the student or user. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (Western Yell County School District) firmly believe that the valuable information and interaction available on this world wide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a local content filtering system and a complex association of government agencies, regional, and state of Arkansas networks. In addition, smooth operation of the network relies upon the proper conduct of the end users, who must adhere to strict guidelines. These guidelines are provided herein so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If a Western Yell County School District user violates any of these provisions, his or her account will be terminated and future access could possibly be denied.

Perpetual Agreement – This agreement is valid for every school year the user returns unless specified by the school district at any time. The school district reserves the right to make changes/additions to this document to comply with federal, state, and school required policy standards. The school district may require users to sign and agree with this policy at any time to continue the use



require users to sign and agree with this policy at any time to continue the use of computers and Internet

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Google Suite for Education Core/Additional Services

The Western Yell County School District is a member Google Suite for Education. Each student is given a unique Google account which has access to Google Email, Google Docs, Google Drive, and Google Classroom among other services. Our schools utilize these services to enhance the efficiency and effectiveness of educational content delivery and teacher/student communication, interaction, and collaboration in and outside the classroom.

The Western Yell County School District reserves the right to create/manage/revoke school student accounts for Google Suite Core services for education on behalf of the student. Parent/Guardian permission is required for Additional services in the event our schools decide to grant student access to them in the future.

You may review what information gets shared/collected by Google by checking the GSE Privacy Notice and learn about Google Suite for Education Core and Additional services through the following URLs.

G Suite for Education Core and Additional Services

<https://support.google.com/a/answer/6356441>

G Suite for Education Privacy Notice

[https://gsuite.google.com/terms/education\\_privacy.html](https://gsuite.google.com/terms/education_privacy.html)

By signing this Student Internet/Acceptable Computer Use policy, I acknowledge that the Western Yell County School District reserves the right to create/manage/revoke a Google account for Google Core Services and that the Western Yell County School District will administer and have the right to monitor and report on usage and other applicable administrative actions for my child under the age of 18.

By checking this box you grant the Western Yell County School District to allow your child access to Google Additional Services should the school district employ such services in the future.

Allow Google Additional Services

Perpetual Agreement – This agreement is valid for every school year the user returns unless specified by the school district at any time. The school district reserves the right to make changes/additions to this document to comply with federal, state, and school required policy standards. The school district may require users to sign and agree with this policy at any time to continue the use of computers and Internet

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The signature(s) at the end of this document are legally binding and indicate that the party or parties who signed have read the terms and conditions carefully and understand their significance.

INTERNET – TERMS AND CONDITIONS OF USE

Acceptable Use. The purpose of the backbone networks making up the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Western Yell County



and consistent with the educational objectives of the Western Yell County School District and educational frameworks. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Privileges. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. (Each student or teacher who receives an account will be part of a discussion with a Western Yell County School District technology staff member pertaining to the proper use of the network). The system/network administrators will deem what is inappropriate use and their decision is final. Also, the system/network administrators may close an account at any time in order to protect our District's network and users as required. The administration, faculty, and staff of Western Yell County School District may request the technology coordinator/system administrator to deny, revoke, or suspend specific user accounts. Inappropriate use will also be reported to the building level principal for disciplinary action.

Network Etiquette. You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- Illegal activities are strictly forbidden.
- Be cautious when sharing your personal address or phone number, or those of students or colleagues in and outside our District network.
- Note that electronic mail (e-mail) is not guaranteed to be private. The District Technology Administration has the access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
- Do not use the network in such a way that you would disrupt the activity of other users on the network.

Perpetual Agreement – This agreement is valid for every school year the user returns unless specified by the school district at any time. The school district reserves the right to make changes/additions to this document to comply with federal, state, and school required policy standards. The school district may require users to sign and agree with this policy at any time to continue the use of computers and Internet

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- All communications and information accessible via the network should be assumed to be private property of the District.
- Do not use the Internet for anything other than educational purposes.
- Do not intentionally access or maintain access to materials, which are “harmful to minors” as defined by the Arkansas law.
- Do not use the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations.
- Making unauthorized copies of computer software is forbidden.
- Access to off-campus email accounts, “chat rooms”, discussion forums, etc., is not allowed unless authorized by the instructor for a class activity and directly supervised by a staff member.
- Transmitting or producing content or messages with abusive or profane



transmitting or producing content or messages with abusive or profane language; or content or messages with the intent to harass, insult, or verbally attack others is considered cyber bullying and will not be tolerated.

- Do not print or post anonymous messages. Our technology staff will be able to track these on the network.
- Unauthorized use of encryption software is forbidden.
- Do not waste limited resources provided by the school including paper.
- Unauthorized downloading or streaming of video files, audio files, games, programs, and software is prohibited.
- Do not vandalize or tamper with data of another user.
- Do not obtain or send information that could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks.
- Gaining or attempting to gain unauthorized access to resources or files is forbidden.
- Do not identify yourself with another person's name or password, use an account or password of another user, allow another person access through use of your or other student's username and password.
- Do not divulge personally identifying information about yourself or other individuals either on the Internet or in an email.
- Unauthorized use of the District's computers for financial or commercial gain is forbidden.
- Do not commit theft or vandalism of data, equipment, or intellectual property.
- Do not attempt to or gain access to other student records, grades, or files.
- Do not intentionally introduce viruses to or tamper with the network.
- Do not degrade or disrupt equipment or network performance.
- Do not create a web page or associate a web page with the school or school district without proper authorization.
- Do not provide access to the District's computers or Internet access to unauthorized individuals.
- Obey school or classroom computer or Internet use rules.
- Do not take part in any activity related to Internet use, which creates Perpetual Agreement – This agreement is valid for every school year the user returns unless specified by the school district at any time. The school district reserves the right to make changes/additions to this document to comply with federal, state, and school required policy standards. The school district may require users to sign and agree with this policy at any time to continue the use of computers and Internet

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a clear and present danger of the substantial disruption of the orderly operation of the District or any of its schools.

- Do not install or download software on District computers without prior approval of the technology coordinator or his/her designee.
- Do not use other means to evade school network and/or Internet filter/firewall with outside network devices or sources like personal hotspots, Wi-Fi, mobile network, etc.

Education/Monitoring. It is all staff members' responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyber bullying awareness and response. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior



online activity for appropriate behavior.

Warranties. Western Yell County School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Western Yell County School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or

## Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

K-12

WYCSD teachers and Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. They use a variety of methods of communication to do this and partner with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, The WYC Virtual teacher will notify the building principal and/or counselor to address the situation. ALL WYC Virtual teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services.

Students will be required to do a live check in at latest 1 time per week. A google form assessing the needs(physical, emotional, food security, academic, technology, etc.) of the virtual students will be required each week as well. Any student found to be in need of services will be referred to the appropriate person (counselor, technology director, principal, etc.) and will receive a follow-up email, phone call, or home visit...whichever is most appropriate.

Parents/students may request meals by contacting the appropriate building (elementary or high school). Times to pick up hot meals (breakfast/lunch) will be posted on the school website and Facebook pages. A weekly pick up of shelf-stable foods will be available at specified times or by appointment. Arrangement for delivery of meals will also be available for all students.

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.



## K-6

WYC Virtual teachers/facilitators and Learning Coaches (paras) will engage with students through a variety of methods over the course of the week including synchronous interaction, asynchronous communication and monitoring, and Zoom sessions. Throughout the week, the WYC Virtual teacher and Learning Coaches will monitor each student's progress (assignment submissions, grades, Number of live zooms attended, etc.) and provide support as needed.

The WYC Virtual teacher/facilitator will initiate interventions when a student isn't actively engaging or being successful in mastering the content. Interventions may be extra zoom sessions, on-campus tutoring, screenings and/or referrals for special services. In cases where needed, the WYC Virtual Teacher will involve the building administrator and/or the virtual coordinator.

Virtual students will have access to all of the same supports available to seated learners.

## 7-12

The digital learning facilitator will monitor student academic achievement weekly and send reminders to students if work is due. If a student has more than 2 past due or missing assignments, the facilitator will first contact the student and offer support and additional help. If the work is not submitted in a timely manner after such help, the facilitator will notify the parent. If the situation is not rectified, a student/parent/school conference will be required. This meeting will be face to face either on campus or via videoconferencing. Western Yell County High School has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. Virtual students will have access to all of the same supports available to seated learners.



Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.

## K-6

The WYC Virtual K-6 teacher has been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 interventions and, if those are not successful, reach out to the appropriate person within WYC elementary school regarding Tier 2 or Tier 3 interventions.

Tier 1 interventions will focus on scaffolding students to master the content being presented in the digital courses as well as focus on re-engaging students who are not completing their assignments. Tier 1 interventions will be delivered by the WYC Virtual teacher or Learning Coaches in one-on-one or small group sessions. They will include both synchronous and asynchronous supports as needed to support each individual students' personalized learning plan.

The WYC district will provide Tier 2 and/or Tier 3 interventions to students who require them in the virtual setting, just as we do the seated learners. They will have the option to be included in small group interventions either on campus or via zoom OR they will receive individual interventions either on campus or via zoom.

## 7-12

Any student failing to make appropriate academic success will be monitored closely by the WYCHS digital facilitator. The facilitator will work with special education teachers, 504 coordinators, ELL coordinators and/or dyslexia interventionists as well as teachers for Virtual Arkansas, in an effort to provide RTI for the student. Any student needing these services will be monitored at least twice weekly to gauge progress. If necessary, services may be provided on the campus of WYCHS, to ensure the success of such a student.

Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks

## WYCSD RTI Plan

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

### WYC School District

#### Response to Intervention

This process begins when a teacher and/or parent determines that a specific child is struggling in the educational setting. It may be academic, behavioral or



Child is struggling in the educational setting. It may be academic, behavioral or social in nature. The following procedures are established to assist the staff in a timely manner with their concerns.

Please complete the following steps prior to first meeting:

Arrange for vision/hearing screening with the school nurse (page 2 attached).

Results are considered current if they are within one (1) calendar year.

Notify parent/guardian with your concerns (parent notification form page 3 attached).

Refer to student's cumulative folder to obtain information to complete the student study beginning on page 4 of this packet.

Attach work samples, current grades, discipline referrals, and any other pertinent data.

Turn complete packet into RTI chairperson.

Your completion of these forms will provide the RTI team will valuable information necessary to better help your student be successful.

WYC School District

## HEARING and VISION RESULTS

### HEARING SCREENING

1st Screening Date: \_\_\_\_\_

Results: \_\_\_\_\_

2nd Screening Date: \_\_\_\_\_

Results: \_\_\_\_\_

### VISION SCREENING

1st Screening Date: \_\_\_\_\_

Results: \_\_\_\_\_

2nd Screening Date: \_\_\_\_\_

Results: \_\_\_\_\_

Known medical information (past and current):

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Current medications:



Current Medications:

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## Parent Notification of Response to Intervention Process

Date: \_\_\_\_\_

To the parents/guardians of: \_\_\_\_\_

Your child has demonstrated academic difficulties in the regular classroom and is in need of additional educational assistance to improve one or more of the following skills:

- ☐ Reading
- ☐ Math
- ☐ Behavior
- ☐ Other

The district will begin collecting educational performance data to include current work samples, grades, assessment scores, educational history, classroom observations and other relative information. The data will be used by the RTI (Response to Intervention) team along with the classroom teacher to develop appropriate interventions to aid your child in improving academically. All information shared with the team is confidential.

We will keep you informed of your child's progress quarterly. Please feel free to contact us at your child's school if you have any questions or concerns. Thank you for your support in helping your child succeed in school.

Sincerely,

Julie Lane  
479-476-4128

## Student Study Packet Information

Date : \_\_\_\_\_ Referring  
Teacher: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
\_\_\_\_\_ Current Grade: \_\_\_\_\_  
\_\_\_\_\_ Attendance  
Start Date: \_\_\_\_\_  
Absences: \_\_\_\_\_  
Language of Student ☐ English ☐ Spanish ☐ Other  
Retained ☐ Yes ☐ No Grade \_\_\_\_\_  
Retained: \_\_\_\_\_  
Current Service: Check all that apply



Current Service: Check all that apply

- ☐ELL ☐Migrant ☐504 Plan  
☐Speech/Language ☐Behavior Plan ☐AIP ☐Counseling  
☐OT / PT

Parent / Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (H) \_\_\_\_\_

(W) \_\_\_\_\_

(C) \_\_\_\_\_

Language of Parent ☐English ☐Spanish ☐Other

## Student Study

List student strengths (academic / behavior / social skills)

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## TEST DATA

### DRA

Date: \_\_\_\_\_

Results: \_\_\_\_\_

### STAR READING

Date: \_\_\_\_\_

Results: \_\_\_\_\_

### DIBELS (DORF)

Date: \_\_\_\_\_

Results: \_\_\_\_\_

### MAZE

Date: \_\_\_\_\_

Results: \_\_\_\_\_

### MOBY MAX MATH

Date: \_\_\_\_\_

Results: \_\_\_\_\_

### DSA or PSI

Date: \_\_\_\_\_

Results: \_\_\_\_\_

Check possible non-academic reasons for academic / behavioral difficulties, if known:

- ☐Frequent moves ☐Illness  
☐Divorce / Separation ☐New person in home  
☐Sibling rivalry ☐Lack of social skills  
☐Custody suit ☐Death of family/friend  
☐Other

Area(s) of Concern (mark all that apply)

- READING ☐Basic Skills ☐Comprehension ☐Fluency  
MATH ☐Basic Facts ☐Computation ☐Problem Solving  
WRITTEN EXPRESSION ☐Mechanics ☐Content  
STUDY SKILLS ☐Organization ☐Failure to complete assignments  
SOCIAL SKILLS ☐Peers ☐Adults



SOCIAL SKILLS

LEARNING

LEARNING

LANGUAGE

☐ Articulation

☐ Expressive

☐ Receptive

Describe the district or school's formative assessment plan to support student learning.

K-12  
The WYCVirtual K-6 and 7-12 has periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

WYC school district will require virtual students to take formative assessments required by on-campus students such as ACT Aspire interim or NWEA STAR, or any other assessments selected for the 2021-2022 school year.

Describe how dyslexia screening and services will be provided to digital learning students.



WYC Virtual K-6 provides accessibility tools to support students with dyslexia. The Western Yell County School District will ensure that all dyslexia laws/requirements are met for all virtual learners. Dyslexia screening is provided on-campus by the dyslexia interventionist or by district staff. Digital learning students identified with characteristics that could be associated with dyslexia are grouped with other students from their home school who have similar assessment results. Digital students receive a daily ZOOM invitation to participate in their group's intervention session at the designated time.

WYC virtual students will have access to all screenings in the same manner as our on-campus students.

WYC 7-9 students are screened using the PAST. We will also screen 10-12 at teacher or parent request.

In addition to the classroom instruction, we will utilize the trained paraprofessionals to provide dyslexia interventions for all of our students needing those services. These will be provided via zoom, and may be provided on campus, at the parent's request. These paras will have additional planning time to prepare these lessons. They also have blocks of time in the day to schedule these interventions, just like they would for our on-campus learners.

## Reading Assessment

First test is Star reading to see their level... (since it is not up and running I would start with DIBELS oral reading fluency and MAZE)

Then if they are not at grade level Check passage reading with oral reading fluency measure. (DIBELS ORF and MAZE)

<https://acadiencelearning.org/acadience-reading-materials-download/>

[https://acadiencelearning.org/wp-](https://acadiencelearning.org/wp-content/uploads/2020/08/AcadienceReading_Assessment_Manual.pdf)

[content/uploads/2020/08/AcadienceReading\\_Assessment\\_Manual.pdf](https://acadiencelearning.org/wp-content/uploads/2020/08/AcadienceReading_Assessment_Manual.pdf)

\*If they are at grade level then work on vocabulary and comprehension.

If not....

Check word recognition with phonetically regular and irregular word list.

(Core San Diego Quick Check)

[http://www.cep.ngo/uploads/1/1/2/5/11252849/san\\_diego\\_quick\\_assessment.pdf](http://www.cep.ngo/uploads/1/1/2/5/11252849/san_diego_quick_assessment.pdf)

<https://readingsimplified.com/wp-content/uploads/2017/08/San-Diego-Quick-Assessment.pdf>

\*If they are on grade level then work on spelling, fluency, vocabulary, and comprehension

If not...

Check on phonics (decoding/encoding) skills

(Core Phonics Survey) <https://chl.iordandistrict.org/wp->



(CORE-Phonics Survey, <https://ed.foiaandinspector.org/wp-content/uploads/sites/20/CORE-PHONICS-SURVEY.pdf>

\*If at grade level work on spelling, sight word recognition, fluency, vocabulary, and comprehension

If not...

Check phoneme awareness

(PAST) <https://www.thepasttest.com/>

\*If at grade level work on phonics, spelling, sight word recognition, fluency, vocabulary, and comprehension

If not...

Work on phoneme awareness... Discuss instructional support options and set goals.

Describe how Gifted and Talented supports and services will be provided to digital learning students.



WYC Virtual K-6 will provide services to identified GT students with all required GT services. We will also include virtual students in the school's identification process.

Enrichment times will be scheduled via zoom, with the GT coordinator. Virtual students will have the option to zoom with their peer groups or individually if the scheduled times do not work. The GT coordinator will also have additional time to schedule these zooms.

## 7-12

All current Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year. All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, [https://dese.ade.arkansas.gov/Files/20201102110215\\_Gifted%20and%20Talent%20Program%20Approval%20Standards%20ADE%20080.pdf](https://dese.ade.arkansas.gov/Files/20201102110215_Gifted%20and%20Talent%20Program%20Approval%20Standards%20ADE%20080.pdf)). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to # - # grade students through Virtual Arkansas: (list courses available and districts would only include those that they will utilize for their students). Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The following concurrent credit courses are available to # - # grade students through Virtual Arkansas: (list courses available and districts would only include those they will utilize for their students).

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.



Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.

K-6

WYC Virtual K-6 provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LPAC. The ELL Coordinator will provide testing (ELPA21) for virtual students. These students will need to come to campus for this testing. All supports established in the LPAC will be provided by the digital teacher and/or paraprofessionals. Students will be monitored by the teacher for appropriate progress. The teacher will provide feedback to the student/parent and request additional zoom sessions for those not making progress.

Students will be screened according to district policy..

7-12

The digital learning facilitator will support ESOL/ESL identified students access to the tools provided by Virtual Arkansas. If the learner's needs surpass what Virtual Arkansas has available, WYCSD will provide for the student's needs in accordance with the LEP/IEP.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools



Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.

## K-6

Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided by the WYC Virtual Teacher through the google classroom. When possible, students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

## 7-12

The Western Yell County School District will provide special education services through a digital format when possible. If the digital learning needs services which cannot reasonably be provided digitally, the school district will make appropriate arrangements to meet the needs of the student and family. IEP Conferences may be done via video-conferencing or in-person if the parent so chooses. All special education evaluations MUST be completed in person and on campus.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The Western Yell County School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

FOR all K-12 students, Special Education services will be provided based on rules and regulations. The special education teacher will have time blocked in the day to serve the special education students in accordance with their IEP's.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

K-6  
Digital accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations are available in Google Classroom. Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. (Google Classroom provides video captions in English and transcripts are available in seven languages.)

7-12  
  
Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

**Teacher Supports**

Describe district and school supports to provide on-going digital content and instructional supports for teachers.

K-12  
The WYC school district will incorporate training for the usage of the Google Meet CMS, ZOOM, and virtual instructional strategies into the professional development plan for all virtual staff. All WYC Virtual personnel will engage in both directed/scheduled and embedded professional development activities and weekly collaborative teams with the WYC Virtual Coordinator. WYC Virtual will provide a team of instructional and digital content experts for in-time support for all teachers by utilizing the district technology coordinator, building principals, and other relevant personnel for assistance. WYC Virtual will have a team of technology support specialists to assist with any technological issues teachers or paras experience.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

The WYCSO will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day) and will provide instructional and digital content support for all teachers of virtual students.

Teachers or paras serving on-campus and digital learners will have 1.5 times planning to develop the curriculum.

WYCSO will provide professional development to aid personnel as they provide instruction to the students.

## District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

K-12

The local school/district will provide all appropriate testing and support services for qualifying students. WYCD Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

Insert local school/district/program statement here on ensuring equitable access.

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.



## K-12

WYC and Virtual Arkansas requires trained proctors for major assessments. Western Yell County School District's plan for students to take proctored assessments includes:

Students and their Parent/guardian will be notified at least two weeks prior to scheduled testing dates. Students will be required to be on campus and under the supervision of trained and certified teachers for ALL state required testing. WYC will provide transportation to and from the campus, if requested.

All WYC Virtual students will be required to do statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. The digital agreement between the school and family will clearly state that the student must come on campus for all required testing.

We will adhere to all DESE guidelines such as separate cohorts for testing for virtual students, ensuring extra social distancing, and other accommodations to ensure the safety of the virtual students.

Students will receive an "incomplete" in any courses that require testing, if they don't come onsite to test when requested. If they do not test before the testing window closes, they will receive a failing grade for those subjects. Extenuating circumstances may be excused at the discretion of the building principal and the district superintendent.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

## K -12

WYCSD Virtual will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students at the end of each 9-weeks period. The WYC Virtual K-6 Coordinator and teachers will analyze student data such as common formative assessments, CMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.



Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

## K-6

WYC Virtual K-6 will consistently engage families in the digital learning process by weekly report. Parents have access to monitor their child's grades through HAC WYC will also conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. WYC Virtual K-6 staff will also conduct parent/teacher conferences as required by state standards. These may be scheduled virtually, or on campus - at the parent's discretion.

## 7-12

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

WYC Virtual K-6 will consistently engage families in the digital learning process by weekly report. Parents have access to monitor their child's grades through HAC WYC will also conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. WYC Virtual K-6 staff will also conduct parent/teacher conferences as required by state standards. These may be scheduled virtually, or on campus - at the parent's discretion.

All K-12 students/parents will be supported throughout the year with technology needs. They will be provided contact persons and methods (email, phone numbers, etc.) for questions and tech support.

Provide the URL to evidence of the local school board's approval of the waiver request(s).

<https://www.facebook.com/wycwolverines/videos/186663273283442/> https;

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).

<https://www.facebook.com/wycwolverines/videos/486879622446910/> http;



## Policies

Please provide a link (URL) to the attendance policy for digital learning students.	<a href="https://drive.google.com/drive/folders/1MpKC7McDDep88qs9iFLZ9SIehZD0ngy1">https://drive.google.com/drive/folders/1MpKC7McDDep88qs9iFLZ9SIehZD0ngy1</a>
Please provide a link (URL) to the discipline policy for digital learning students.	<a href="https://drive.google.com/drive/folders/1MpKC7McDDep88qs9iFLZ9SIehZD0ngy1">https://drive.google.com/drive/folders/1MpKC7McDDep88qs9iFLZ9SIehZD0ngy1</a>
Please provide a link (URL) to the grading policy for digital learning students.	Virtual learners will follow the same grading policies as on-campus learners.

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